

**Due May 1, 2008**

Iowa Department of Education  
Grimes State Office Building  
Des Moines, Iowa 50319

## ***Request for Iowa Four-Year College/University Performance Assessment System Funds***

College/University name: Drake University School of Education

Program Contact Person:

Name Eunice M. Merideth

Title Levitt Distinguished Professor and Associate Dean, Drake School of Education

Address 3206 University Ave.

Des Moines, IA 50311

Telephone: 515-271-2599

Fax: 515-271-4140

E-Mail: eunice.merideth@drake.edu

Business Office Contact Person:

Name: Jayne Smith

Title: Director of Sponsored Programs

Address: 2507 University Ave

Telephone: 515-271-3788

Fax: \_\_\_\_\_

Email: jayne.smith@drake.edu

### **Statement of Assurances**

Should a Performance Assessment System Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;

Use grant funds to supplement and not supplant funds from nonfederal sources.

#### **Certification by Authorized or Institutional Official:**

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Dr. Janet McMahill

Dean, Drake School of Education

Victoria Payseur

Vice President, Business and Finance

Typed or Printed Name of Authorized Official

Title

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Date

Please submit both electronically and hard copy to Barry Wilson, TQE Assessment Team Leader, Dept. of Ed. Psych. & Foundations, UNI, Cedar Falls, IA by May 1, 2008.

#### Process for Procuring Grant Funds:

1. Submit Grant Request Package; Postmarked by May 1, 2008

#### Grant Request Package Contents:

- Request for Performance Assessment System Funds Cover Page
- Action Plan
- Budget

2. Grant requests will be reviewed by the Assessment Committee, the Leadership Team, and the Iowa Department of Education.

3. Institution will be notified of a grant award by May 21, 2008

4. Contracts for awardees will be developed by the Iowa Department of Education upon notification to the IHE of the award.

5. It will take 30 days after the award notification for a contract to be executed and fully approved. This would be as per a June 1 notification.

6. Payments cannot be released until a contract is fully approved with all signatures.

7. Institutions should not incur costs before a contract is approved and plan accordingly.

8. To acquire each payment, an IHE must submit an invoice or letter with an original signature requesting funds. This is necessary for the release of each payment – fifty percent, forty percent, and final ten percent.

9. An Interim report must be submitted with an invoice by January 15, 2009. NOTE: an awardee will not receive the forty percent payment unless the Interim Report budget indicates that the first fifty percent has been spent.

10. A Final report must be submitted with an invoice by December 15, 2009

11. A report form or template is attached with this RFP. Please use it for the Interim and Final Reports. The form includes a narrative and budget.

The grant application and interim and final reports must be submitted electronically in addition to hard copy.

#### Criteria for Performance Assessment System Awards:

Grant funds are available for use by recipients for purposes including but not limited to faculty development and training, design or modification of performance tasks, procedures for assuring reliability and validity of assessments, database software or hardware to facilitate data management and reporting, and technical services including programming support.

Funds may be used for expenses such as: faculty release time, personnel for clerical work, travel, lodging and meals, consultants, hardware, and materials including software. Four year colleges or universities that receive significant numbers of transfer students from community colleges are encouraged to include funding for providing feedback to two-year institutions on the performance of their graduates.

#### I. Context:

*Describe current program including number of teaching candidates graduated per year and number of full-time and part-time faculty teaching education courses. Indicate any unique features of the program*

*that will help reviewers better understand your assessment needs. If you received a previous assessment system award, attach a copy of your final report or summarize results of your first year of work.*

I.A. The Drake School of Education will graduate 114 graduates this year (40 – Fall 2007, 74 – Spring 2008). Admission projections indicate that this number will remain steady or increase.

I.B. Nine tenure-track professors and one clinical professor have supported teacher education candidates in their programs this past year. A new professor has been recently hired who will bring expertise in mathematics and technology. This hire will bring the number of tenure-track professors to eleven.

I.C. Features that set the Drake University School of Education undergraduate certification program apart are core courses taught only by doctoral-level faculty members who also advise students in their discipline areas, technology enrichment throughout the program, and practicum experiences in all four years of the program. In fall of 2008, an electronic portfolio will be mandated for all initial certification students. This portfolio will be standards-based and an element of the teacher education assessment plans for the Drake School of Education.

Graduate students in initial certification programs also contribute to the total number of teacher education graduates at Drake. The Master's of Arts certification program certifies secondary candidates, while the Master's of Science certification program certifies elementary candidates. In addition, Drake is working with Des Moines Public Schools and DMACC to prepare approximately 40 minority teachers through a separate teacher quality grant. These candidates have swelled the number of transfer students from Des Moines Area Community College. Drake has taken steps to ease the transfer in two ways: we have articulated three education courses with DMACC faculty so that students transferring can be confident that their courses will "count" and their standards for those courses will be met at the Beginning level; Drake University has signed an admission process agreement that would provide academic advising as well as participation in activities at Drake prior to students' transfers from DMACC.

I.D. The Drake School of Education final report and curriculum mapping for Characteristics of Difference developed in year 2 are attached.

## II. Project Narrative:

The project that this grant would fund has three distinct, but interrelated parts:

- Connect assessment to the curriculum mapping of characteristics of difference that was accomplished last year.
- Integrate the Drake School of Education plan for assessment of dispositions into the software and hardware used to assess the INTASC Standards in the School of Education.
- Move all assessment instruments for the Drake School of Education into the new format for *LiveText*<sup>™</sup> and prepare an electronic exhibit room in preparation for the 2009 Accreditation visit by the Department of Education.

One of the accomplishments of the Teaching and Learning Department this past year was to conduct a diversity audit of what characteristics of difference were being addressed in the core education classes as well as how these characteristics of difference were being addressed. The result of faculty workshops about diversity and curriculum mapping resulted in a curriculum plan in which the following characteristics of difference were distributed among classes and either addressed or strongly addressed in those classes: LEP/ELL, race, gifted and talented, at-risk, ethnic differences, sexual orientation, gender, sex, socio-economic status, religion, immigrant populations, individuals with disability education act designations. The difference between being addressed and strongly addressed would be the difference between lecture/discussion (talking and telling) and active or experiential learning. The next step would be to connect assessments to the experiences that would result from characteristics of difference being strongly addressed in classrooms. We plan to have a two-day faculty workshop in August to map authentic assessments of these experiences and to make sure that they reflect a variety of methods and are consistent with appropriate standards. A follow-up workshop in May 2009 will ascertain that the experiences and assessments are working properly.

This past academic year has also been used by the Teaching and Learning Department to study the literature about dispositions and to formulate a plan to integrate dispositions into the overall Teaching and Learning Assessment Plan. As a department, we have adopted the perspective of the TEAMC study group of AACTE that dispositions are “embedded in a context of action and activity,” and should be assessed by intentional behaviors that can be taught, learned, and practiced within educational programs with the goal of taking the responsibility to act so that all students could achieve. This is consistent with programmatic INTASC Standards for knowledge and skill—what teachers should know and be able to do. Accordingly, we have divided the dispositions into the same levels that we have adopted for knowledge and skill:

Beginning, Developing, and Proficient. The criteria under these three levels are developmental and identified within three categories of dispositions that we have defined as Learning Leader, Student Advocate, and Reflective Practitioner. At the faculty workshop outlined above, we will also finalize how and where these levels will be assessed as well as who will assess them. It is our intention to involve faculty, practicum partners, and university supervisors in this assessment, but we also think it important to ask the students to self-assess themselves in regards to these dispositions at the entrance to the teacher education program and acceptance into student teaching. Forms and assessment data management processes for integrating these dispositions will be developed with support from this grant. A follow-up workshop in May 2009 will examine data from this plan. Materials and progress about the dispositions will be shared at the *LiveText*™ conference in 2009 if a proposal is successful so that all institutions in Iowa who use *LiveText*™ can benefit from the assessment of dispositions initiative.

Finally, this grant would support the efforts to move all existing assessment instruments into new formats to make the best use of new *LiveText*™ technologies. Although all existing assessments could continue to function as electronic forms, *LiveText*™ has utilized new technologies so that assessments completed through rubrics could be organized by course and results could be searched by student name. This would facilitate tracing the completion of INTASC Standards for the “gates” within the Teacher Education Program at Drake University.

### III. Action Plan –

Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Request
<b>1. Connect assessment to the curriculum mapping of Characteristics of Difference that was accomplished 2007-2008.</b>	<p>1.a. Define types and varieties of experiential learning.</p> <p>1.b. Plan and map authentic assessments that align with standards.</p>	<p>1. Faculty workshop days to determine how the map has worked.</p> <p>2. Focus groups to determine authentic assessments.</p>	<p>Merideth: Organize materials and send to all faculty members electronically prior to the workshops.</p> <p>Faculty form focus groups according to diversity category.</p> <p>Merideth organize May 2009 one-day data workshop.</p>	<p>August 2008</p> <p>Work with materials and assessments throughout the 2008-2009 school year.</p> <p>Follow-up mtg in May 2009 to trace the success of the experiential learning and assessments for characteristics of difference.</p>	<p>Merideth (2008) stipend= \$1000.00</p> <p>Merideth (2008) Fringe Benefits= \$89.00</p> <p>11 faculty – 3 days @\$150.00 (2008-2009)= \$4950.00</p> <p>Faculty Fringe Benefits = \$441.00</p> <p>Merideth (2009) stipend= \$1000.00</p> <p>Merideth (2009) Fringe Benefits= \$89.00</p> <p>Lunches for faculty-3 days=</p>

					<p>\$360.00</p> <p>Materials for workshops= \$1300.00</p>
<b>2. Integrate the Drake School of Education plan for assessment of dispositions into the software and hardware used to assess the INTASC Standards in the School of Education.</b>	<p>2.a. Pilot “developing” dispositions with methods classes and “beginning” dispositions with Gillespie foundations class.</p> <p>2.b. Examine data from pilots and embedded items in student teaching exit survey and revise if necessary.</p> <p>2.c. Create new reference forms for acceptance into the Teacher Education Program and Student Teaching Program that integrate dispositions.</p> <p>2.d. Create and implement electronic forms and datasets.</p>	1. Create electronic form for pilot with secondary methods course.	Graduate Assistant	June 2008	Graduate student summer stipend 2008= \$2500.00
		2. Pull dispositions items from exit survey and create a summary report. Compare to earlier results from the Benchmark study.	Merideth	June 2008	Graduate student benefits= \$191.00
		3. Examine items for construct validity.	Merideth & Crabtree-Groff	June-July 2008	Crabtree-Groff 2008– stipend= \$1000.00
		4. Create new reference forms that embed dispositions.	Merideth & Crabtree-Groff	June-July 2008	Crabtree-Groff 2008 – Fringe Benefits= \$89.00
		5. Embed appropriate dispositions in all practicum assessments.	Merideth & Crabtree-Groff	June-July 2008	
		6. Present instruments to the faculty at the workshop days in Aug 2008	Merideth & Crabtree-Groff	August 2008	
		7. Create and implement electronic self-assessment for students.	Merideth & Graduate Assistant		Graduate student summer stipend 2009= \$2500.00
		8. Create report for May 2009 workshop	Merideth & Graduate Assistant		Graduate student benefits= \$191.00
		10. Revise and enter results in Electronic Exhibit Room	Graduate Assistant		
		11. Follow up in May 2009 with all faculty members.	All faculty members (3 <sup>rd</sup> day of workshop)		
<b>3. Move all assessment instruments for the Drake School of Education into</b>	<p>3.a. Create INTASC Standard Rubrics for Beginning, Developing, and</p>	<p>1. Create rubrics in <i>LiveText</i><sup>TM</sup> for standards tracking by course and level, importing student</p>	<p>Merideth &amp; Graduate Assistant</p>	<p>June 2008</p>	

<b>the new format for <i>LiveText</i><sup>TM</sup> and prepare an electronic exhibit room in preparation for the 2009 Accreditation visit by the Department of Education.</b>	Proficient levels to be integrated into course organization in <i>LiveText</i> <sup>TM</sup> .	rosters and data from Banner SCT student information system.			
	3.b. Facilitate faculty and student movement to the new system during academic year 2008-2009.	2. Set individual faculty appointments and open lab for students 2008-2009 to facilitate new formats, data entry, and data retrieval.	Undergraduate technology assistant.	Sept. 2008-May 2009	Undergrad Tech Asst Stipend <b>\$1500.00</b> Benefits for Undergrad Tech Asst <b>\$0</b>
	3.c. Update and refine SOE Exhibit Room in <i>LiveText</i> <sup>TM</sup> to follow Chapter 79 categories instead of existing NCATE categories.  3.d. Attend <i>LiveText</i> conferences to learn new functions and administrative procedures for linking <i>LiveText</i> <sup>TM</sup> and <i>Banner SCT</i> technology systems.	3. Rename and refine categories in the existing electronic Exhibit Room so they are consistent with Chapter 79 standards. Enter all data.	Merideth, Graduate Asst., and Undergraduate Tech Asst.  Merideth & one faculty member.	Sept. 2008-May 2009  July 2008 and July 2009	Conference Expenses: <b>\$2800.00</b>

**IV. Sustainability Plan.** *Write a clear succinct plan ( 1 to 3 pages max) for how the work will continue to fully meet the requirements of Chapter 79 for assessment systems. Describe how your institution plans to sustain the performance assessment system when TQE grant support is no longer available. Some considerations you may want to address include plans to finance sustainability and the capacity you have to sustain the work you have completed.*

This final year of the TQE grant will prepare us to sustain our assessment plans because they will be in place by fall of 2008 and data will then be available by course and by student. We are currently working on the linking of *LiveText*<sup>TM</sup> with *Banner*<sup>TM</sup>, so that courses and student rosters can be an automatic load every semester. The Information Technology area concerned with coding, under the direction of Ms. Angela Embree, is committed to making this work as seamlessly as possible. With this support, we do not anticipate difficulty in sustaining and improving our electronic system.

We also will have completed our curriculum mapping of Characteristics of Difference in order to ensure diversity issues are both addressed and strongly addressed throughout the teacher education program as well as in our dedicated course: Perspectives in Race, Gender, and Ethnicity. This work is consistent with 281-79.11, the Iowa Diversity Standard: The environment and experiences provided practitioner candidates support candidate growth in knowledge, skills, and dispositions to help all students learn.

Although no curriculum should be static or complete as in “finished,” review and revision to a strong foundation is and should be the ongoing business of departments that house teacher education.

The workshops that this grant has made possible have been extremely helpful in meeting 281-79.12, “faculty will collaborate regularly.” The Teaching and Learning department of the Drake School of Education intends to sustain this work by dedicating one monthly faculty meeting per year just to the review of policies, procedures, and data from standards tracking of knowledge, skills, and dispositions to inform any program changes so that Drake teachers are “highly qualified” as well as learning leaders, academic reflective practitioners, and student advocates for social justice. This collaboration will also be sustained through department focus time at the annual School of Education retreat and “4<sup>th</sup> Tuesday” special meetings whenever necessary.

This grant has allowed us to pilot and now adopt an electronic portfolio that meets 281-79.14, “the demonstration of teacher candidates’ professional knowledge, skills, and dispositions necessary to help all students learn.” This initiative will be a mandate for all candidates starting fall 2008. It will be sustained through technology fee monies that the student is assessed. During the early foundations course, all students seeking certification will be given a *LiveText*<sup>TM</sup> license that is bought for them with technology fee money. Establishing an “open lab” with a trained undergraduate assistant every week will support the students’ effort to build their electronic portfolio as part of a number of classes in the program. In year two of the grant, we created a data warehouse for every student in *LiveText*<sup>TM</sup> software so that their materials could be gathered in an ongoing manner and stored where they could access them “anytime, anywhere.” We have also added a seminar in electronic portfolio starting fall 2008 to support students as they are constructing their final products and to make sure that the latest technology is a choice for students in the program. Attending the *LiveText*<sup>TM</sup> Collaboration Conference yearly will help keep those technologies up-to-date. The graduate assistant who will have two summer stipends to create, revise, and enter data has a regular two-semester assignment to then continue and update materials.

Finally, the faculty members of the Teaching and Learning Department in collaboration with the Associate Dean of the School of Education will sustain these efforts by keeping syllabi aligned with INTASC Standards and carefully monitoring whether students have met, not met, or met with remediation all of the standards at three different levels: Beginning, Developing, and Proficient. The assessment system mandated by 281-79.15(2) has been a challenge and an opportunity to examine practice and align INTASC standards and their assessments with courses that are best linked with individual standards. The standards grid that is attached has been through a number of revisions simply because the Teaching and



Learning department has sought to make curriculum review a consistent theme in the Drake School of Education's continuous school improvement strategic plan.

## V. Budget Requests

<b>Personnel</b>		
Wages	\$14,450	
Fringe Benefits	1,090	<b>\$15,540</b>
Expenses (Travel, Meals, Lodging): <i>LiveText</i> ™ Conference (2008-9) for 2 member team	2,800.00	<b>2,800.00</b>
<b>Professional Services/Professional Development</b>		
Fees		
Expenses (Mileage, Meals, Lodging, Room Rental)		
<b>Software</b>		
<b>Hardware</b>		
<b>Supplies and Materials</b>	1,300.00	<b>1,300.00</b>
<b>Phone/Mail</b>		
<b>Other – specify:</b> Lunches for workshops	360.00	<b>360.00</b>
<b>Other – specify:</b>		
<b>Total</b>		<b>\$20,000</b>

**VI. Budget Narrative:** *Note that the objective of the grant is to bring all programs up to standard over the life of the grant. Funding this year will be made up to \$20,000. To receive the maximum award, your proposal should demonstrate either great need or great complexity/size of program as well as prudent use of any previous awards and a clear plan for sustainability.*

The budget request for the third year of the Teacher Quality Assessment grant is needed to fully develop and implement all three goals of the grant. Besides moving our INTASC Standards data collection into a different format so that assessment reports can be run by course, by program, and by individual student from this software, we are ready to create the materials and implement our plan for assessing dispositions. As a private institution, Drake University has need for support that cannot be provided through state support. In addition, data management is just one of many responsibility of the Associate Dean, so graduate student support to help create and launch online forms is necessary. The budget requested would be used in the following manner:

1. Three-days of faculty development workshops to align earlier curriculum mapping with assessments and to facilitate the implementation of disposition assessment and review across the teacher education core courses.
2. Dr. Eunice Merideth will organize and lead the workshops, direct the grant, and write the midterm and final reports. She has a nominal fee of \$1000.00/summer for this work.
3. Lunches for faculty during these three workshops so that time-on-task may be maximized.
4. Supplies for workshops—article copying, handouts. Other supply materials would include a limited number of licenses to make sure that all transfer students were licensed. License fees for all new Drake first year students would be paid from technology fee money.
5. Graduate assistant summer stipends to create new online forms and move existing data into the new format for continuing assessment. Graduate students do not have a summer appointment at Drake University, so any summer work must have outside support. A graduate student is necessary for this work as it would be inappropriate to use undergraduate help in formulating program materials in which he or she would be a participant.
6. Summer stipend for Dr. Crabtree-Groff to collaborate on the dispositions materials. Dr. Crabtree-Groff has chaired the committee that has worked on these materials for the past year and should be involved in their extension and implementation.
7. Conference expenses to attend *LiveText*<sup>TM</sup> Collaboration Conference in Chicago, IL, July 2008-2009. These conferences are truly collaborative in nature and involve institutions using *LiveText*<sup>TM</sup>.

8. Utilization of an undergraduate technology assistant who will help both faculty and students learn the new format and create their materials using newer technologies either in the open lab or by appointment. An undergraduate student who is well-versed in the *LiveText*<sup>TM</sup> software will be able to relate well to other students and can be supplied less expensively than a graduate student. This would also give the undergraduate student an opportunity to participate in research about assessment in general and assessment of dispositions in particular.

It seems fitting that in the last year of the grant, we have moved from requesting hardware and software to requesting “people power” to ensure collaboration, buy-in, reflection, feedback, and facilitation--all parts of the “coherent, sequential assessment system” of the Drake School of Education.